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# NEW PARADIGMS IN ASSESSMENT

## 2015 Dalhousie Medical Education Institute

### On the Agenda

8 am	<b>Registration</b>   Tupper Link
8:30 am	<b>Welcome &amp; Introductions</b>
8:45 am	<b>Programmatic Assessment (PA): Reimagining Assessment at Dalhousie Medical School</b> (Town Hall Discussion)   Assessment Unit Working Group (AUWG) with Dr. Cees van der Vleuten, Maastricht University
10:15 am	<b>Break</b> (refreshments provided)
10:30 am	<b>Engaging Faculty in the Assessment of Learners</b>   Dr. Dale Dauphinee
11:15 am	<b>Using 360 Degree Assessment from School to Practice</b>   Dr. Joan Sargeant
12 pm	<b>Break</b> (lunch on your own)
12:30 pm	<b>Concurrent Workshops Block 1</b> <b>1a. How to Create Excellent Multiple-Choice Questions (MCQs)</b>   Dr. Keith Wilson <b>1b. Assessments in Competency-Based Education (CBE): Putting them Together &amp; Coaching for Change</b>   Drs. Janice Chisholm & Joan Sargeant <b>1c. Clinical Evaluation &amp; the Failure to Fail</b>   Dr. Mary-Lynn Watson
1:45 pm	<b>Concurrent Workshops Block 2</b> <b>2a. The Dalhousie Medicine AUWG Recommendations: What do they mean for you?</b>   AUWG <b>2b. How to Remediate for Issues of Professionalism</b>   Drs. Pam Forsythe & Michael Teehan <b>2c. Choosing Wisely: Collaboration, Communication, and More</b>   Dr. Constance LeBlanc
3 pm	<b>Reception</b> (refreshments provided)

Note: Morning sessions take place in Theatre A, Tupper Link

### Morning Objectives | Attendees will be able to:

Overall Institute	<ol style="list-style-type: none"><li>1. Understand the characteristics &amp; advantages of programmatic assessment in medical education</li><li>2. Understand the principles of effective assessment, applied to the evaluation of learners</li><li>3. Incorporate PA into your learning context</li></ol>
Programmatic Assessment (Town Hall)	<ol style="list-style-type: none"><li>1. Describe PA and its key features</li><li>2. Explain the benefits of PA for learners &amp; faculty</li><li>3. Discuss the implications of implementing PA at Dalhousie</li></ol>
Engaging Faculty in the Assessment of Learners	<ol style="list-style-type: none"><li>1. Describe 3-4 frameworks or models to foster the engagement of faculty in an active approach to the assessment of learners</li><li>2. Identify the pre-existing conditions &amp; recruitment tactics needed to support &amp; nurture the integration of the faculty into a program of assessment for learning</li></ol>
Using 360 Degree Assessment from School to Practice	<ol style="list-style-type: none"><li>1. Describe the use of 360 degree assessment/multi-source feedback (MSF) nationally &amp; internationally in medicine</li><li>2. Identify competencies best assessed using 360/ MSF &amp; those who can best assess them</li><li>3. Discuss steps involved in implementing 360/MSF</li><li>4. Discuss the benefits and challenges of 360/MSF</li></ol>

### Evaluations



Please visit the link below, or scan the QR code to the left, to complete evaluations for the Institute.

**Complete-as-you-go:** Use the SAVE function, and provide your email, to leave Opinion and return to complete your evaluations. Once you are done, click FINISH.

Link: <https://surveys.dal.ca/opinio/s?s=28669>

Turn for Workshop Objectives

## Workshop Objectives | Attendees will be able to:

How to Create Excellent MCQs	<ol style="list-style-type: none"><li>1. Create technically correct multiple choice questions (MCQs)</li><li>2. Recognize strategies of the test-wise candidate</li><li>3. Create MCQs that assess higher-order learning</li><li>4. Describe how MCQs assess &amp; enhance learning</li></ol>
Assessments in CBE: Putting them Together and Coaching for Change	<ol style="list-style-type: none"><li>1. Discuss the role of assessment in Competency-Based Medical Education</li><li>2. Demonstrate how multiple assessments could be compiled into a periodic assessment summary for the resident</li><li>3. Demonstrate an evidence-based model for discussing periodic progress reports with residents &amp; coaching for change.</li></ol>
Clinical Evaluation & the Failure to Fail	<ol style="list-style-type: none"><li>1. Understand the importance of appropriate feedback</li><li>2. Learn how to assess learners &amp; appropriately document feedback</li><li>3. Describe an approach to completing an accurate evaluation for a learner who has failed to meet the minimum standards</li><li>4. Understand some challenges in completing ITERs</li><li>5. Discuss an approach to remediation</li></ol>
The Dal Medicine AUWG Recommendations	<ol style="list-style-type: none"><li>1. Provide an overview of the recommendations of the AUWG for the Assessment Unit and for assessment within the FoM</li><li>2. Discuss what we're currently doing to meet these recommendations &amp; what we will need to do more of, or change, to meet them</li></ol>
How to Remediate for Issues of Professionalism	<ol style="list-style-type: none"><li>1. Recognize &amp; appreciate warning signs of future unprofessional behavior</li><li>2. Discuss the nature &amp; limits of processes used to remediate professionalism</li><li>3. Appreciate the importance of thorough documentation &amp; adherence to process</li><li>4. Describe how clarity of policies, effective communication, &amp; systemic collaboration can contribute to more effective remediation of professionalism</li></ol>
Choosing Wisely: Collaboration, Communication & More	<ol style="list-style-type: none"><li>1. Use opportunities in clinical care to teach &amp; assess the principles of <i>Choosing Wisely</i> for Value Added Care</li><li>2. Use an effective approach to integrate this into clinical care</li><li>3. Incorporate the assessment of <i>Choosing Wisely</i> for Value Added Care into the new CanMEDS 2015 framework, using the milestones to underscore this process</li></ol>

## Accreditation

As an accredited provider, Dalhousie University CPD designates this continuing medical education activity for up to **5.75** credit hour for MAINPRO M-1 of the College of Family Physicians of Canada and as an accredited group learning Section 1 activity as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada. Through an agreement between the Royal College of Physicians and Surgeons of Canada and the American Medical Association, physicians may convert Royal College MOC credits to *AMA PRA Category 1 Credits*<sup>™</sup>. Information on the process to convert Royal College MOC credit to AMA credit can be found at [www.ama-assn.org/go/internationalcme](http://www.ama-assn.org/go/internationalcme)